

LUTHER VAUGHAN ELEMENTARY

192 Vaughan Road
Gaffney, South Carolina 29341

GRADES PK-5 Elementary School

ENROLLMENT 297 Students

PRINCIPAL Dr. Ronald W. Cope 864-489-2424

SUPERINTENDENT Dr. William B. James 864-902-3500

BOARD CHAIR Ms. Ola H. Copeland 864-489-9528

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	16	66	32	2

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Below Average	N/A
2002	Below Average	Average	N/A
2003	Below Average	Below Average	No
2004	Average	Good	Yes

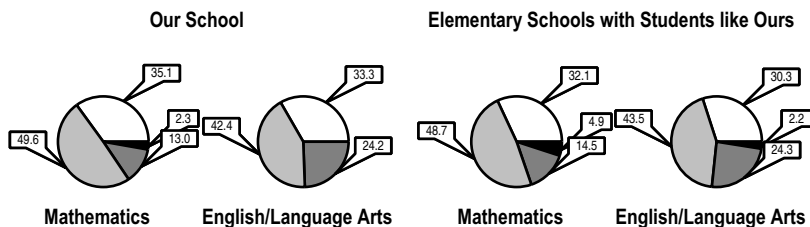
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

61.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	149	100.0	31.6	41.9	24.3	2.2	36.8	Yes	Yes
Gender									
Male	68	100.0	34.3	41.8	20.9	3.0	31.3		
Female	81	100.0	29.0	42.0	27.5	1.4	42.0		
Racial/Ethnic Group									
White	40	100.0	26.3	31.6	34.2	7.9	52.6	I/S	I/S
African-American	81	100.0	28.4	48.6	23.0	0.0	33.8	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	27	100.0	52.2	39.1	8.7	0.0	17.4	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	124	100.0	25.9	46.4	27.7	0.0	40.2		
Disabled	25	100.0	58.3	20.8	8.3	12.5	20.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	149	100.0	31.6	41.9	24.3	2.2	36.8		
English Proficiency									
Limited English Proficient	18	100.0	73.3	26.7	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	131	100.0	26.4	43.8	27.3	2.5	41.3		
Socio-Economic Status									
Subsidized meals	137	100.0	32.8	44.0	21.6	1.6	34.4	Yes	Yes
Full-pay meals	12	100.0	18.2	18.2	54.5	9.1	63.6		

Mathematics - State Performance Objective = 15.5%									
All Students	149	100.0	33.8	47.8	14.0	4.4	31.6	Yes	Yes
Gender									
Male	68	100.0	31.3	44.8	19.4	4.5	43.3		
Female	81	100.0	36.2	50.7	8.7	4.3	20.3		
Racial/Ethnic Group									
White	40	100.0	31.6	44.7	15.8	7.9	42.1	I/S	I/S
African-American	81	100.0	35.1	48.6	13.5	2.7	27.0	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	27	100.0	34.8	52.2	13.0	0.0	26.1	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	124	100.0	28.6	53.6	15.2	2.7	32.1		
Disabled	25	100.0	58.3	20.8	8.3	12.5	29.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	149	100.0	33.8	47.8	14.0	4.4	31.6		
English Proficiency									
Limited English Proficient	18	100.0	46.7	46.7	6.7	0.0	6.7	I/S	I/S
Non-Limited English Proficient	131	100.0	32.2	47.9	14.9	5.0	34.7		
Socio-Economic Status									
Subsidized meals	137	100.0	36.0	49.6	12.0	2.4	27.2	Yes	Yes
Full-pay meals	12	100.0	9.1	27.3	36.4	27.3	81.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	44	100.0	33.3	26.7	36.7	3.3	40.0
	Grade 4	60	96.7	40.7	44.4	14.8	N/A	14.8
	Grade 5	58	100.0	71.4	23.2	5.4	N/A	5.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	49	100.0	23.4	48.9	27.7	N/A	27.7
	Grade 4	36	100.0	35.5	29.0	35.5	N/A	35.5
	Grade 5	64	100.0	35.5	50.0	14.5	N/A	14.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	44	100.0	26.7	60.0	10.0	3.3	13.3
	Grade 4	60	98.3	37.0	44.4	11.1	7.4	18.5
	Grade 5	58	100.0	64.8	25.9	7.4	1.9	9.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	49	100.0	38.3	46.8	14.9	N/A	14.9
	Grade 4	36	100.0	22.6	51.6	19.4	6.5	25.8
	Grade 5	64	100.0	37.1	53.2	8.1	1.6	9.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 297)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.7%	N/A	3.8%	2.7%
Attendance rate	96.7%	Up from 95.7%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.8%		6.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	4.7%		5.3%	3.5%
Eligible for gifted and talented	8.6%	Up from 5.3%	6.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.1%	Down from 4.3%	8.3%	8.2%
Older than usual for grade	0.0%	Down from 0.3%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.9%	0.0%	0.0%
Teachers (n= 31)				
Teachers with advanced degrees	74.2%	Down from 75.0%	48.1%	51.4%
Continuing contract teachers	90.3%	Up from 87.5%	82.4%	87.5%
Highly qualified teachers**	100.0%	N/A	92.9%	95.0%
Teachers with emergency or provisional certificates	0.0%		2.8%	0.0%
Teachers returning from previous year	94.5%	Up from 88.8%	84.1%	86.7%
Teacher attendance rate	94.4%	Down from 95.7%	94.8%	94.9%
Average teacher salary	\$44,122	Up 3.4%	\$40,109	\$40,760
Prof. development days/teacher	15.0 days	Up from 13.6 days	13.3 days	12.4 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Up from 16.7 to 1	17.5 to 1	18.9 to 1
Prime instructional time	87.0%	Down from 87.9%	89.4%	90.0%
Dollars spent per pupil*	\$8,402	Up 24.1%	\$6,511	\$6,044
Percent of expenditures for teacher salaries*	63.7%	Down from 69.5%	64.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	100.0%		92.0%	
Highly qualified teachers in high poverty schools**	93.8%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2003-2004 school year Luther L. Vaughan Elementary School continued our journey toward becoming a school of excellence. We still have challenges to meet, but the faculty, staff, students, and parents consistently strive for excellence. We experienced many successes during the year, including the following:

- * Third grade teacher, Mrs. Tamara Phillips, was selected as Teacher-Of-The-Year for our school.

- * Second grade teacher, Mrs. Vivian Martin, was selected as Reading Teacher-Of-The-Year for our school.

- * PACT scores continued to increase at a rate faster than the school district or state averages.

- * We completed the third and final year of our SC READS grant. The funds from this grant have been used to provide additional resources for teachers in grades pre-K through 3, and for students from birth through grade 3 to improve literacy skills.

- * We were awarded a Reading First grant. The funds from this grant will be used to continue our emphasis on literacy skills.

- * We were again able to offer an After-School Assistance program for our students.

- * Two parent educators continued to provide services for families with pre-school aged children.

- * We continued to offer English classes for our non-English speaking parents and families.

- * We began a school-community partnership with the Freightliner Custom Chassis company.

- * Parents and community members continued to volunteer their time to assist teachers and students.

The 2003-2004 school year was both challenging and rewarding. We look forward to the 2004-2005 school year as we continue our journey to excellence.

Dr. Ron Cope
Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	27	50	58
Percent satisfied with learning environment	92.6%	88.0%	88.7%
Percent satisfied with social and physical environment	96.3%	86.0%	94.6%
Percent satisfied with home-school relations	37.0%	100.0%	80.0%

*Only students at the highest elementary school grade level at this school and their parents were included.